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ABSTRACT

This 3-year leadership development project was conducted to provide 18 selected vocational education teachers with an opportunity for graduate study in vocational education, research, and related areas, and to provide internship experiences in State and local educational systems, enabling participants to complete requirements for the degree, Doctor of Education. The faculty of the Graduate Consortium in Vocational Education at the University of California at Los Angeles was directly responsible for the project. Most of the students involved had enrolled in adult, vocational, business, and technical education programs. General university policies, departmental qualifications, and criteria outlined in the Education Professions Development Act were used in selecting the students. Evaluations were made by awardees at the mid-point and the end of the project. Those observations as well as details of developmental activities, and biographical summaries of participants are included. (SN)

ED 080701

FINAL REPORT

(July, 1970 — June, 1973)

EPDA LEADERSHIP DEVELOPMENT PROGRAM
GRADUATE STUDY, RESEARCH, AND INTERNSHIP
IN VOCATIONAL EDUCATION

GRADUATE SCHOOL OF EDUCATION

UNIVERSITY OF CALIFORNIA, LOS ANGELES

JUNE 30, 1973

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FINAL REPORT

(July, 1970 - June, 1973)

EPDA LEADERSHIP DEVELOPMENT PROGRAM

GRADUATE STUDY, RESEARCH, AND INTERNSHIP

IN VOCATIONAL EDUCATION

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June 30, 1973

FORWARD

The Leadership Development Program (Sec. 552, Part F, Education Professions Development Act) came about as a result of the combined efforts of many people. The implementation of Part F generally became the responsibility of institutions of higher learning to prepare leadership personnel for vocational education.

Briefly then, Dr. William Loomis was appointed USOE Program Manager for Part F in the summer of 1969. It was during his tenure, and with the assistance of Bureau of Adult, Vocational, and Technical Education staff, the State Director's Association, the American Vocational Association, and some of the members of the Leadership Training Institutes, that 11 institutions were identified and selected for the purpose of conducting Leadership Training Programs. Although Leadership Training Institutes under the direction of Robert D. Worthington were primarily concerned with Section 553 of Part F, they also "focused attention on vocational education personnel development for . . . the federal, state, and institutional staffs concerned with the effectiveness of vocational education programs." Subsequently, Dr. Lloyd Briggs became Program Manager. Both he and Dr. Loomis were ably assisted by Paul Manchak, Frank Perazzoli, and Muriel Tapman in providing continual effective guidance since the inception of 552.

The UCLA-EPDA Awardees wish to take this opport nity, at the conclusion of their EPDA program, to express wholehearted appreciation to the above individuals who initiated and maintained the 552, Part F Program. We believe future events will show that their efforts were extremely valuable to the progress of education.

UCLA-EPDA Awardees

INTRODUCTION

During the past half-century vocational education has been starved from the standpoints of research development and leadership development. Faith in the thought that "the cream will rise to the top" prevailed. The cream did rise to the top, but the process was too slow and did not, in general, match the requirements set forth by the Congress in the Vocational Education Amendments of 1968. In order to develop leadership appropriate to the expanding needs of vocational education a "shot in the arm" was needed. This "shot" came in the form of the Leadership Development Awards.

Already, even as the term of the leadership program is coming to a close, the evidence shows clearly and conclusively that graduates of the program are in fact entering positions of leadership and that there is every reason to believe that the awardees now completing their work will become engaged in leadership in one form or another. Every effort is being expended to encourage and accelerate the process of leadership emergence. Discontinuance of the program by the U.S. Office of Education, even though the law is still in existence, must be interpreted as a tragic mistake--less than 0.1 percent of all teachers, supervisors, and administrators were involved in the leadership program. This can hardly be interpreted as overloading the field with doctoral degrees.

From a personal point of view, the three year period 1970-73, has been the most exciting and intellectually stimulating period of my professional career.

Melvin Barlow
Project Director

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PURPOSE OF THE PROJECT

The purpose of this project was to make a long-term impact upon vocational education by providing a group of highly trained people who could occupy positions of trust and responsibility along a broad front of vocational education leadership. The three-year project proposed to provide at least 18 vocational education teachers (who met the requirements of EPDA, Sec. 522 (a)) with an opportunity for graduate study in vocational education, graduate study in related fields, research involvement, and a variety of internship experiences in state and local systems of education which included vocational education programs. In addition to a rich background of practical experience and theoretical study, the persons selected for the project would complete the requirements for the degree Doctor of Education.

The principal value of the leadership development program to the graduate program of vocational education at UCLA was to strengthen and consolidate the work of the Graduate Consortium in Human Resources Development. Prior to the Fall Quarter, 1969 each professor worked generally as an individual with only token contribution toward cooperative endeavor. The administrative structure of the Graduate School of Education did not facilitate the development of vocational education as a specific administrative unit.

With the passage of the Vocational Education Amendments of 1968, the growing number of students interested in graduate programs of vocational education, and the potential contribution of Part F of the Education Professions Development Act, the advantages of a stronger professional emphasis upon vocational education were evident. Accordingly, the idea of a Graduate Consortium in Human Resources Development was initiated. The Consortium had the strong support of the Dean of the Graduate School of Education and the Chairman of the Department of Education.

Although the leadership development program at UCLA followed closely the prescription for graduate programs in the Graduate School of Education, there was one significant difference. For the purposes of the leadership development program, eight of the full-time faculty members of the Graduate School of Education joined forces to form a Consortium in Human Resources Development (originally termed Consortium in Adult, Vocational, and Technical Education) in order to provide a broader planning base for the graduate instruction of the participants. The staff of the Consortium consisted of the following members:

David Allen, Lecturer, Specialist in Trade and Technical Education and Vocational Teacher Education, and Research

Melvin L. Barlow, Professor, Specialist in Vocational Education, Philosophy, History, Theory, Principles and Practices

Lawrence W. Erickson, Associate Professor, Specialist in Business Education and Office Education

James A. Farmer, Jr., Assistant Professor, Specialist in Adult Education and Research in Vocational Education

Marilyn H. Kourilsky, Assistant Professor, Specialist in Economic Education

Lynne C. Monroe, Professor, Specialist in Industrial Education, Industrial Arts Education, and Work-Experience Education

Paul H. Sheats, Professor, Specialist in Adult Education

Samuel J. Wanous, Professor, Specialist in Business Education and Distributive Education

The faculty of the Graduate Consortium in Vocational Education was an administrative and advisory group directly responsible for the graduate program of participants in the leadership development program. To enhance the work of the faculty, an Advisory Council was appointed and consulted. The Advisory Council was comprised of the following members:

Wesley P. Smith, State Director of Vocational Education, Sacramento

Leo G. Reeder, Professor, Sociology and Public Health, UCLA

Frank M. Hewitt, Associate Professor, Education and Psychiatry, UCLA

C. Wayne Gordon, Chairman, Department of Education, UCLA

Richard M. Clowes, Superintendent, Los Angeles County Schools

Thomas Dean, Dean of Applied Arts and Sciences, California State College, Long Beach

Allison J. McNay, Chairman, State Advisory Council on Vocational Education, San Francisco

Frank L. Goff, Manager, Engineering Data Management, TRW Systems, Redondo Beach

Lawrence T. Cooper, President, the Management Council of Los Angeles

Shortly after the beginning of the Winter Quarter, 1972, the Council met in a joint session with the EPDA participants for a general discussion about the leadership development program and a review of the experiences of the participants during the first year of study. Two meetings of the Council were planned for each year.

A large percentage of the doctoral students enrolled in the adult, vocational, business, and technical education programs of the Graduate School of Education were part-time students; that is, they held full-time jobs during the day, and attended classes, handled library assignments, and did their research in the late afternoons, evenings, and Saturdays. The funds made available by the project described in this proposal enabled the project students to engage in full-time study and research up to August 31, 1973.

The project also called for the close cooperation of various areas of vocational education: adult, technical, business, economics, and industrial arts. Faculty members from these areas taught introductory basic seminars, required of all students in the project. The students were then required to

take seminars designed to give a comprehensive view of the total field of vocational education.

Participants were provided with financial assistance for attending at least one national professional meeting each year. They were encouraged to become acquainted with the leaders in the field, to observe leadership techniques, and to participate in the presentations.

The project also called for each candidate to engage in internship activities for at least one quarter of an academic year. Each candidate was placed in an assignment in which he observed and/or took part in the evaluation of community, adult, vocational, or technical education programs, in the design of new programs to meet the needs of special groups of learners, and in the administration of programs on the secondary, community college, college, and state department levels.

Institutional support funds were used to make available reports of studies and programs in the field for the use of students and consortium members and to assist in data collection and treatment in partial fulfillment of doctoral requirements.

SELECTION OF PARTICIPANTS

The project was originally planned for 20 participants to be selected from among those who applied to UCLA in response to notification of a Leadership Award by the U.S. Commissioner of Education. Eighteen original participants were eventually selected for the program. The selection procedure adhered in every detail to the requirements set forth for the selection of participants in EPDA, Part F, Sec. 552.

Participants were full-time students and were enrolled in at least three courses each quarter during the first year. The participants, in general,

joined other doctoral students in the regular graduate program. No particular distinction was made between the leadership award students and the regular students in relation to graduate courses, except that the "award" students attended some seminars arranged especially for them. The principal difference between the leadership award students and other graduate students was the extent of involvement in research and internship experiences.

Criteria for Eligibility of Participants

1. Applications were open to all students nominated for awards by the U. S. Commissioner of Education.
2. No person could, on the ground of sex, race, color, or national origin, be excluded.
3. The applicant must have possessed a masters degree or equivalent.
4. The applicant must have submitted evidence with his application to the Graduate School of Education that he met the requirements of Sec. 552(a), Part F, EPDA.
5. The applicant met the admission criteria of the Graduate School of Education.

Admission Criteria

1. Graduate School, UCLA
   a. Possession of a baccalaureate degree from a reputable institution with equivalent standards.
   b. "B" average or its equivalent in the last two years of undergraduate study.
   c. "B" average in graduate work.
2. Graduate School of Education, UCLA
   a. A 3.2 average in graduate work.

b. Aptitude test of the Graduate Record Examination or Miller-Dopplet examination.

c. Letters of recommendation.

3. Graduate Consortium in Vocational Education

a. Acceptance by the Graduate School, UCLA

b. Recommendation of the Graduate School of Education.

c. Copies of verification submitted to the U.S. Commissioner of Education. (Sec. 552(a), Part F, EPDA.)

d. Approval by the Faculty of the Consortium on Vocational Education.

4. Applications had to be on file by April 1, 1970, in order to qualify for admission to the Leadership Program, which began with the Summer Quarter 1970, (June 22, 1970).

Note: Superior strength offered in meeting one criterion may have been used to offset a deficiency in meeting another.

EPDA participants--graduates of the doctoral program, had the opportunity of membership in the UCLA Alumni Association and the Doctoral Alumni Association of the Graduate School of Education. Placement services were provided through the Office of Educational Career Services. The principal continuing professional contacts were maintained through the Doctoral Alumni Association of the Graduate School of Education.

OBJECTIVE NUMBER ONE

The participants will pursue an organized study in education with special emphasis in Vocational Education and will obtain a doctoral degree upon completion of three years of study.

The formal program presented was characterized as a program offering "maximum flexibility" for the participant. This feature was already built into the doctoral degree program by the Graduate School of Education and its use was extended to the participants in the leadership development program.

Because students came into the leadership development program with a variety of educational backgrounds and career aspirations, no attempt was made to force all students into one standard doctoral program. The program was tailor-made for each student. No two participants had identical programs. However, the flexible program did fit into a general framework for the EPDA leadership participants. The framework for the Ed.D. for leadership development program awardees consisted of six basic areas as shown below.

Ed. D. Program

1.	Research Series	General Research--Design (210A)--(xxxx)--(xxxx) a* --261G (210A)--(xxxx)--(xxxx) b*	5 courses
2.	Program Core Courses	233-261G	2 courses
3.	Program Specialization and Ind. Study	(xxxx)--(xxxx)--(xxxx)--(xxxx)--(xxxx)--(optional)	5-6 courses
4.	Education Breadth Req.	(xxxx)--(xxxx)--(xxxx)--(optional)	3-4 courses
5.	Field Exp.	(xxxx)--(xxxx)--(xxxx)	3 courses
		Total	17-19 courses
6.	Dissertation Research		No limit.

*a--Emphasis upon quantitative research
*b--Emphasis upon non-quantiative research

Only two courses: Education 233, Principles of Adult, Vocational and Technical Education; and Education 261G, Research in Adult, Vocational and Technical Education were required of all participants. Study in these two courses (and consultation with the participant's advisor) provided assistance to the participant in selecting other courses to fulfill the six basic areas.

Research Series

The basic course in the research series was Education 210A, Analysis of Education Research Data. This course was taken by all participants who had not completed a satisfactory background in statistics and elementary research design. In addition, the participant selected four additional courses from the offerings in Educational Research and Experimental Design, and Measurement in Education. Two patterns were suggested, depending upon the participant's research interest--quantitative or non-quantitative. The research series was capped off by Education 261G in which the participant designed and defended his dissertation proposal.

Program Core Courses

The first of these courses, Education 233, Principles of Adult, Vocational, and Technical Education, dealt primarily with principles and foundational elements in vocational education developed in a general historical background. The second course, Education 261G, Research in Adult, Vocational, and Technical Education, was the control course for the dissertation problem.

Program Specialization and Independent Study

This area provided in-depth study in the various fields of vocational education and an opportunity for each participant to broaden his background in other areas of vocational education. The intent was for the specialist in one area to become a vocational educator.

Education Breadth Requirement

This requirement was intended to provide an opportunity for the participant to explore other areas of education (philosophy, history, curriculum, psychology, sociology, administration, and others). Upon the advice of the participant's sponsor, areas of study outside the Graduate School of Education were also explored.

Field Experience

Each participant had some field experience working on actual day-to-day problems and plans in vocational education. For example, two of the eighteen participants were involved in field activity during the Winter and Spring quarters, 1971, with a local community college in an in-depth study of vocational education in an entire county. The study produced recommendations for changes in program and administrative structure to better (adequately) serve disadvantaged and migrant students. Two or three other participants worked with the Project Director in making recommendations to a school district about providing vocational programs in a remote rural area characterized by a high density scientific population. In so far as it was possible, the field experiences related to actual problems rather than contrived problems.

Dissertation Research

Participants were enrolled in dissertation research upon completion of all formal course work and qualifying examinations, and upon approval of their dissertation problem by their doctoral committees. A member of the faculty Consortium supervised this work.

Special Plans for Helping Participants

The Graduate Consortium in Human Resources Development was designed especially to strengthen the program for doctoral candidates in vocational education. Under this plan, as related to this proposal, 17 of the 18 doctoral candidates were assigned to a sponsor who was a member of the Consortium. The entire Consortium acted as an Executive Committee for the EPDA project.

Courses, qualifying examinations, and internship assignments were arranged to permit the leadership participants to complete basic course requirements in a minimum length of time. Sufficient time was made available in the total program to permit candidates to organize and complete doctoral research.

An introductory course in research (Education 261G, Research in Adult, Vocational, and Technical Education) had already been designed to acquaint doctoral candidates with the significant research that had been done in vocational education. This course was designed to assist the candidates in selecting a problem and outlining a procedure to solve it, and was required of all candidates. Participants continued to meet in this course until they had developed an acceptable research proposal.

As indicated earlier, each participant had the assistance of a sponsor as well as the entire Consortium in selecting his problem and conducting his doctoral research. No participant was allowed to "fall through the cracks" through lack of appropriate guidance. The program provided for graduate study, internship, and the conduct of a significant piece of research. The doctoral degree evolved naturally as an outgrowth of these experiences.

Provisions for Research Experience

Opportunities were made available to participants to take part in on-going research projects as research assistants. The Graduate School of Education was heavily involved in a number of these projects. Many of the faculty members were engaged in individual research. The intent of the program was to involve all participants in one or more of these projects, in addition to the research they would do in fulfilling the requirements of an advanced degree.

Provisions for Internship Experience

This activity was required of all candidates. Assignments were set up on a rotating basis so that all participants would have internship experience in a number of agencies related to the operational program of vocational education. Internship schedules encompassed the following agencies:

U.S. Office of Education

State Department of Education (Including the Research Coordinating Unit)

County or Regional Departments or Divisions of Education

City School Systems of Education

High Schools, Junior Colleges, and Adult Schools as educational units

Division of Vocational Education, University of California

Research and Service Center; Area Manpower Institute for the Development of Staff (AMIDS); Allied Health Professions Development Projects; Secondary School Curriculum Project; Inservice training of vocational teachers

League for Innovation in the Junior College

Institute for the Development of Education Activity, I/D/E/A

Neuropsychiatric Institute, UCLA

The Management Council of Los Angeles, Merit Employment Council

The Joseph Pomroy Widney School for Crippled Children

Regional Occupational Centers

Skill Centers and other Manpower Programs

Vocational Education surveys in high school and community College Districts

Agencies dealing with education of disadvantaged or handicapped students.

The majority of internship experiences were located in the Los Angeles Metropolitan Area. Depending upon available funds, however, internship assignments were located in other parts of California or in one or more of the adjacent States. An important criterion of assignment selection was a participant's involvement in a significant leadership activity, with opportunities for full participation.

The information in Table I on page 13 shows that 18 original awardees began the leadership development program either in July 1970 (5) or in October 1970 (13). Whenever an original awardee completed or left the program, he was replaced by another awardee.

As of the Spring Quarter, 1973, all but one original awardee had been advanced to candidacy. Two of the seven replacements had already been advanced to candidacy also by that quarter.

Six of the original awardees had completed all of the formal requirements by the end of the Spring Quarter, 1973. All but one of the remaining 11 original awardees expect to complete all of the formal requirements either during the Summer or the Fall Quarter, 1973.

TABLE 1

FORMAL REQUIREMENTS

Name	Entered EPDA	Advanced to Candidacy	Completion of Degree
1. Bregman, Ralph	October, 1970	Fall, 1972	Summer, 1973 (est.)
2. Chialtas, Christ	July, 1970	Winter, 1972	Summer, 1973 (est.)
3. Deshler, David	October, 1972 (replaced Johannsen)	Spring, 1973	Fall, 1974 (est.)
4. Dravecky, Evelyn	July, 1970	Spring, 1972	Fall, 1973 (est.)
5. Dutra, Gerald	October, 1970	Fall, 1972	Fall, 1973 (est.)
6. Foster, Parker	July, 1970	Summer, 1971	Spring, 1972
7. Hagmann, Larry	October, 1970	Summer, 1972	Spring, 1973
8. Johannsen, Lawrence	October, 1971 (replaced Weagraff)	Summer, 1972	Summer, 1973 (est.)
9. Lawson, Allen	January, 1973 (replaced Ohanneson)	Fall, 1973 (est.)	Summer, 1974 (est.)
10. McCullough, Lloyd	October, 1970	Spring, 1973	Fall, 1973 (est.)
11. Miller, Joseph	October, 1970	Fall, 1971	Summer, 1973
12. Ohanneson, Gregory	October, 1970	Spring, 1972	Summer, 1973 (est.)
13. Parker, Charles	October, 1970	Spring, 1972	Fall, 1972
14. Phillips, Linda	January, 1973 (replaced Parker)	Winter, 1974 (est.)	Fall, 1974 (est.)
15. Pitale, Anthony	October, 1970	Winter, 1972	Spring, 1973

TABLE 1 (Cont.)

Name	Entered EPDA	Advanced to Candidacy	Completion of Degree
16. Reyes, Jeffrey	October, 1970	Spring, 1972	Summer, 1973 (est.)
17. Russell, Frances	July, 1972 (replaced Foster)	Winter, 1974 (est.)	Fall, 1974 (est.)
18. Santoro, Frank	October, 1970	Spring, 1972	Summer, 1973 (est.)
19. Sartin, Robert	October, 1970	Fall, 1973 (est.)	Summer, 1974 (est.)
20. Sayer, Jay	February, 1973 (replaced Reyes)	Summer, 1973 (est.)	Summer, 1974 (est.)
21. Simi, Barbara	October, 1972 (replaced Dutra)	Fall, 1973 (est.)	Summer, 1974 (est.)
22. Sylvester, Ralph	July, 1970	Winter, 1972	Summer, 1973 (est.)
23. Weagraff, Patrick	July, 1970	Spring, 1971	Summer, 1971
24. Williams, Robert	October, 1970	Spring, 1973	Fall, 1973 (est.)
25. Wunsch, Alan	October, 1970	Spring, 1972	Spring, 1973

OBJECTIVE NUMBER TWO

The participants will demonstrate proficiency to work with the disadvantaged and the handicapped in both urban and rural areas through special study activities during their residency at UCLA.

A number of the awardees have demonstrated proficiency to work with the disadvantaged and the handicapped through various special study activities in the program. These activities are included under the following headings:

Internships

1. Interviewing disadvantaged students concerning vocational education.
2. Development of an accountability model for services to the disadvantaged who reside in urban areas.
3. Captain Kangaroo (career awareness for 3-6 year olds) series. Consultation and work with representatives of minority groups (disadvantaged) so as to provide educational objectives appropriate to the world of work as perceived by members of those communities.
4. Teaching a UCLA Extension Credential Course of "Principles of Adult Education." Many of the class members were teachers of handicapped and disadvantaged. The course dealt with classroom and other educational activities and problems affecting the learning of the disadvantaged.
5. Research study consultant. Research concerned primarily with career ladder possibilities for women in lower socio-economic groups with limited educational opportunities.

6. Allied Health Secondary Schools Project. Involved setting up hospital positions for high school disadvantaged students and solving working relationships with students and their supervisors.

7. Imperial Valley Occupational Survey. Survey of Imperial Valley, California, vocational education programs to determine an adequate vocational education delivery system.

8. Analyzing provisions of PL 90-576, Part A (102 (B)) local district administrative needs and other requirements. Cooperatively developed a management tool to assist urban school districts plan, implement, evaluate, and evidence accountability for programs offered to the disadvantaged.

9. Area Manpower Institute for the Development of Staff (AMIDS). Worked with various Indian groups, prison groups and staff, Mexican, and Black populations.

10. Development of a model program for identifying and monitoring disadvantaged persons in the regular vocational education program in community colleges. The model can be generalized to other programs of vocational education.

11. Instructor of UCLA Extension course, "Methods and Media in Adult Education." The course fulfilled partial requirements for a lifetime Adult Education Credential and attracted many students with Chicano and Black backgrounds. It provided the students with sufficient competencies to teach in adult education programs within the public school system and government agencies.

Seminars

1. Career Education--Black Task Force Seminar Group at AMIDS. Approximately 15-20 inner city counselors, teachers, etc., were invited to listen and react to a presentation of the Los Angeles Comprehensive Career Education Model by Robert Sanpieri and others.

Dissertations

1. "Selected Business Education Curriculum Standards and Practices in Public Secondary Schools in the United States." Surveyed, in part, the efforts of business departments in recruiting and providing special programs for the disadvantaged.
2. "Application of Socio-Technical Systems Concepts to the Interpersonal Analysis of an ABC Classroom Concept." Sample population was made up of adult basic education students.
3. "Attitudes of Blacks Toward Vocational Education." Survey of Los Angeles Secondary Level Black students on attitudes toward vocational education at the secondary level.

Publications

1. Selected References in Vocational Education. Compiled and annotated for use by lay and professional persons. Includes references in vocational education for the disadvantaged and the handicapped.

OBJECTIVE NUMBER THREE

The participants will be involved in Practicums and Internship activites requiring them to develop and use the skills needed to conduct, interpret, and evaluate research.

Many awardees were involved in practicums or internship activities requiring them to develop and use the skills needed to conduct, interpret, and evaluate research. These activities are included under the following headings:

Coursework

1. All of the awardees had coursework in the Research Series (210A--Basic Concepts in Educational Research, 210B--Experimental Design in Educational Research, 210C--Experimental Design: Advanced Topics, 200B--Survey Research Methods in Education, 200C--Analysis of Survey Data in Education) and in the Program Core Courses (233--Principles of Adult, Vocational, and Technical Education, 261G--Research in Adult, Vocational, and Technical Education) as outlined on page 7. In addition, certain Consortium members offered additional courses (262G--Business Education) designed to assist the awardees in conducting, interpreting, and evaluating graduate research.

Internships

1. Area Manpower Institute for Development of Staff. Evaluation of the Southwest AMIDS Program.
2. "Chartering Project." The development of skills in conducting evaluative research.
3. Consulting of a Family Planning Research and Evaluative Study at Harbor General Hospital, Los Angeles, California.
4. Community College Vocational Administrative Survey.
5. Riverside City College, California. Evaluation of vocational education offerings of the District.

6. Division of Vocational Education, UCLA. Researching characteristics of Black Disadvantaged Students.
7. Curriculum Center for Occupational and Adult Education, U.S. Office of Education, Washington, D.C. Involved interpretation, evaluation, and design of research activities.
8. Vocational Student Follow-Up Study. Involved developing, testing, and evaluation of a system.
9. Imperial Valley Occupational Survey.
10. UCLA National Finance Study. Developed certain skills that helped in assessing and conducting research.
11. California State Advisory Council on Vocational Education. Interpreting Research done by the Council in the areas of area planning, handicapped, disadvantaged, and correctional institutions.
12. Veteran's Assistance Project--AMIDS. Gathering data on resources available to Vietnam veterans in California, Oregon, Hawaii, Nevada, Arizona, Utah, and Mexico.
13. In-Service Education Pilot Study. Development of a survey instrument and distribution of the survey.
14. Project Baseline. National vocational education survey contrasting years 1971 and 1972. Examination of raw data in an effort to discern relationships in secondary, post-secondary, and adult education.
15. UCLA University Extension. Consultant on adult learning theories, faculty development, and course evaluation. Designing of evaluative instruments for use in 1-day programs and 8 to 10-week courses, processing and interpretation of data, and making appropriate recommendations.

16. Survey of Junior College Presidents and vocational administrators, and analysis of the results.

OBJECTIVE NUMBER FOUR

The participants will demonstrate competence in coordination, supervision, and administration of vocational education programs through a broad-based internship in a variety of educational units and will serve as graduate assistants.

As a result of their many and varied internship activities, the awardees have demonstrated competency in either coordination, supervision, or administration of vocational education programs. Examples of these activities included the following:

1. EPDA Group Chairman. Presided over all EPDA meetings and responsible for various group activities.
2. EPDA Coordinator. Acted as liaison between the project director and the awardees.
3. Imperial Valley Occupational Survey.
4. Hacienda, La Puente, California Unified School District, Systems Analysis. Coordination of the UCLA Study team.
5. United States Office of Education (USOE). Coordinated tasks for the Curriculum Center.
6. Career Awareness Project (Captain Kangaroo Project). Coordinated efforts of USOE, UCLA and Sutherland Learning Associates.
7. Chartering Project. Assisted vocational education administrators in establishing the value and worth of vocational education. Interviewed and conducted workshops.

8. Consultant to two paraprofessional medical training programs in Omaha, Nebraska.
9. Coordinator of Planning for Vocational and Career Education at Saratoga High School, California.
10. California State Department of Education, Vocational Education Section.
11. Consultant to San Diego, California for Chartering Project.
12. AMIDS--Coordinated Program Training for several training programs in Southwest States.
13. Training registered nurses how to teach nurses aides, most of whom were Chicano or Black. Primarily vocational courses for practical and immediate use.
14. Southern California Regional Occupational Center, Torrance, California--Coordinated and assisted in the development of a model office simulation for high school business students.

EVALUATION OF THE PROJECT

At mid-point in the program (December, 1971), each awardee was asked to evaluate the project. Strengths of the EPDA program as well as suggestions for improvement were included. The following represented the group's consensus at that point.

Evaluation at Mid-Point

Perhaps the major strength of the EPDA program, as perceived by the EPDA fellows, was the variety of internships undertaken. These internships were self-initiated as well as directed, and gave the awardees the opportunity to demonstrate competence in coordination, supervision, and administration of diversified vocational education programs.

Each awardee had the opportunity to attend at least two conventions by the Fall Quarter, 1971. These conventions enabled many of the awardees to gain a much broader perspective of vocational education and to meet and talk with important vocational education leaders.

Another advantage of the program was the freedom of each individual awardee to plan and carry out his individualized program with his advisor. The flexibility of the program allowed the awardees freedom to select those courses which they felt were of most benefit.

The EPDA awardees appreciated the opportunity to associate with prominent scholars and vocational education leaders on the campus of one of the top universities in the nation. These leaders gave the awardees many insights into "leadership" in vocational education.

A group coordinator and secretary enabled the awardees to function more smoothly as a group. Much of the necessary paperwork was handled by the coordinator and secretary, thereby enabling the awardees to concentrate more fully on their appointed tasks. The awardees felt fortunate that such a fringe benefit was included.

The EPDA awardees expressed a feeling of great satisfaction in being associated with each other. The feeling of togetherness was exemplified by the many activities being performed by the group. These included seminar planning and conducting, committee work, and opportunities for social interaction. As a team of 18, the opportunities for growth were multiplied many times through sharing experiences and working together.

In general, the awardees felt that they needed more guidance on expectations. Organizational development techniques and guidelines would have been helpful if provided from the outset. These guidelines could have

been spelled out in advance, thereby enabling more efficient orientation to tasks. Guidance and counseling should have been given to each awardee throughout the program. Additional guidance should have been provided each awardee on future job placement.

There was a feeling that more contact was needed with experienced vocational education administrators. This should begin at the national level and continue on down to the state and local levels.

Many of the awardees felt a closer contact was needed between the faculty Consortium and the EPDA awardees. More opportunities should be made available for the awardees and the Consortium members to discuss the program in terms of meeting its objectives.

An early understanding of budgetary items needed to be presented. Monies available for enrichment and travel needed to be indicated so that accurate decisions could be made on expenditures.

Near the completion of the program, each awardee was again asked to evaluate the project. The evaluation consisted of awardee responses to three statements. The statements and their corresponding responses follow.

Final Evaluation

State any observations which might be helpful to other students embarking on a venture such as this one.

A frequent observation noted by the awardees was the subject of commitment of one's self to the program prior to accepting it. Students should be made aware of, and agree to, hands on experience and should understand the merits of individual versus group contributions to the program.

There was unanimous agreement by the awardees that the internships were extremely valuable. The awardees noted that it was important to get involved

in a variety of internships that were fairly long term assignments (3-6 months duration).

Another important observation noted by the awardees was the team approach concept. The awardees, as a group, provided support for each other. They felt that competition in such a program should not be at anyone else's expense. Team effort was optimal, and diversion of labor would allow each person to excell and "surface" at his own pace. Students should be expected to learn from each other and to analyze, and/or gain assistance in analyzing strengths and needs so that efforts could be spent in reinforcing their strengths.

The awardees also felt that dissertation topics should be given more attention early in the program. A dissertation topic should be chosen as soon as possible so that remaining studies could be geared around that dissertation. Coursework (in and outside the school of education) should be taken care of immediately in the program so that the following dissertation can be developed and completed in a smooth transition.

The awardees also felt that group seminars and workshops were an important aspect of the program. These seminars should be developed around the concept of leadership. An objective look at the type of leadership role a person has as his goal would prove very beneficial. The "look" should include an assessment of the job openings.

How would you modify the project in order to make it more successful, if you were to plan and operate it another time?

The objectives of the program and the expectations of each awardee need to be made known prior to acceptance into the program. This could eliminate much initial frustration and enable the awardees to concentrate on the task at hand.

More consortium involvement is needed, thereby providing a more uniform program and coordination between all participants. The role, or at least the visibility of the consortium needs to be expanded.

There needs to be more sharing with each other on such things as field experiences, projects, and seminars. Provision should be made for more cooperative planning, more activity, and more evaluation.

Internships at the National and State level, as well as the district level should be a part of the program. These internships should be drawn up along the line of cooperative education, rather than productive units only. Internships should be combined with course work and should be extended beyond traditional vocational education.

State any final recommendations which would be useful to the Bureau in administering the program under which you received your grant.

A. Give as much financial and other support as possible.

B. Help provide national internships.

C. Allow for grass roots, upward evolving leadership development through internships and EPDA group effort.

D. The awardee's program should be mutually developed between him and his sponsor.

E. The program should not be just another degree program. The stipend should be earned.

F. Provide more specific terminal objectives.

G. Make the program as unstructured as possible.

H. Give candidates more time to make preparation for institution selection and admission requirements.

I. Conduct National seminars for all EPDA groups.

PERSONAL DATA OF EACH AWARDEE

The following pages present a synopsis of each awardee in the program, including age, previous employment, area/s of expertise, degree attained, and employment after EPDA.

Name: Bregman, Ralph

Age: 37

Previous Employment: New Jersey State Department of Education
Vocational Education
1966-70

Area/s of Expertise: Vocational Education at all levels

Degree Attained: Ed. D., Summer, 1973 (estimated)

Employment After EPDA: Undecided

Name: Chialtas, Christ T.

Age: 30

Previous Employment: Teacher, Sylmar High School
Los Angeles, California
1966-70

Area/s of Expertise: Vocational Education, Adult Education, Business Education, Distributive Education, Career Education

Degree Attained: Ed. D., Summer, 1973 (estimated)

Employment After EPDA: Undecided

Name: Deshler, J. David

Age: 43

Previous Employment: Research Assistant and University Extension
UCLA
1970-71

Area/s of Expertise: Adult Education, Higher Education

Degree Attained: Ed. D., Fall, 1974 (estimated)

Employment After EPDA: Evaluative Research
Administration of Adult-Vocational Education

Name: Dravecky, Evelyn T.

Age: 41

Previous Employment: Research Fellow
Institute for the Development of Educational Activities
Kettering Foundation
1969-70

Area/s of Expertise: Adult Education, Higher Education, Organizational Analysis

Employment After EPDA: Project Directorship, Publishing

Name: Dutra, Gerald K.

Age: 45

Previous Employment: Teacher, Fremont High School
Sunnyvale, California
1961-70

Area/s of Expertise: Business Education, Career Education

Degree Attained: Ed. D., Fall, 1973 (estimated)

Employment After EPDA: University teaching

Name: Foster, Parker V., Jr.

Age: 51

Previous Employment: Teacher, San Diego City Schools
San Diego, California
1967-70

Area/s of Expertise: Vocational Education, Higher Education
Career Education

Degree Attained: Ed. D., Spring, 1972

Employment After EPDA: Evaluator, Vocational and Career Education
San Diego, California Unified School District

Name: Hagmann, Larry A.

Age: 37

Previous Employment: Teacher, Kailua High School
Kailua, Hawaii
1969-70

Area/s of Expertise: Vocational Education, Industrial Arts, Career Education

Degree Attained: Ed. D., Spring, 1973

Employment After EPDA: Teaching, Hawaii

Name: Johannsen, Lawrence A.

Age: 47

Previous Employment: Department Chairman, Engineering & Technology
Pasadena City College
Pasadena, California
1953-71

Area/s of Expertise: Vocational Education

Degree Attained: Ed. D., Summer, 1973 (estimated)

Employment After EPDA: Department Chairman, Engineering & Technology
Pasadena City College
Pasadena, California

Name: Lawson, Allen

Age: 50

Previous Employment: Teacher, Los Angeles Trade Technical College
Los Angeles, California
1968-1972

Area/s of Expertise: Vocational Education

Degree Attained: Ed. D., Summer, 1974 (estimated)

Employment After EPDA: Teacher, Los Angeles Trade Technical College
Los Angeles, California

Name: McCullough, Lloyd M.

Age: 38

Previous Employment: California Youth Authority
Whittier, California
1963-70

Area/s of Expertise: Vocational Education, Sociology of Education

Degree Attained: Ed. D., Fall, 1973 (estimated)

Employment After EPDA: Undecided

Name: Miller, Joseph A.

Age: 39

Previous Employment: Teacher, San Jose State College
San Jose, California
1968-70

Area/s of Expertise: Vocational Education

Degree Attained: Ed. D., Summer, 1973 (estimated)

Employment After EPDA: Teacher, San Jose State College
San Jose, California

Name: Ohanneson, Gregory S.

Age: 43

Previous Employment: Teacher, Waseo High
Waseo, California
1968-70

Area/s of Expertise: Vocational Education, Vocational Guidance, Career Guidance

Degree Attained: Ed. D., Summer, 1973 (estimated)

Employment After EPDA: Assistant Director, Vocational Education
Santa Clara County Office of Education
San Jose, California

Name: Parker, Charles E.

Age: 46

Previous Employment: Utah State Board for Vocational Education
1964-70

Area/s of Expertise: Vocational Education

Degree Attained: Ed. D., Fall, 1972

Employment After EPDA: Utah State Board for Vocational Education
Specialist, Curriculum and Data Development

Name: Phillips, Linda L.

Age: 30

Previous Employment: Area Manpower Institute for the Development of Staff
Santa Monica, California
1972

Area/s of Expertise: Vocational Education, Counseling

Degree Attained: Ed. D., Fall, 1974 (estimated)

Employment After EPDA: Vocational Education Consultant

Name: Pitale, Anthony J.

Age: 30

Previous Employment: State Consultant
Vocational Youth Organization
Philadelphia, Pennsylvania
1969-70

Area/s of Expertise: Vocational Education, Distributive Education

Degree Attained: Ed. D., Spring, 1973

Employment After EPDA: Assistant Director
California State Advisory Council
Sacramento, California

Name: Reyes, Jeffrey G.

Age: 30

Previous Employment: Teacher, Red Bluff Union High School
Red Bluff, California
1968-70

Area/s of Expertise: Vocational Education, Career Education

Degree Attained: Ed. D., Summer, 1974 (estimated)

Employment After EPDA: Program Planning Unit
California State Department of Education
Sacramento, California

Name: Russell, Frances B.

Age: 35

Previous Employment: Teacher
Los Angeles City Schools
1959-72

Area/s of Expertise: Business Education, Counseling

Degree Attained: E. D., Summer, 1974 (estimated)

Employment After EPDA: Administration, Counseling, Guidance

Name: Santoro, Frank M.

Age: 33

Previous Employment: Director of Counseling
State University Urban Center
Albany, New York
1967-70

Area/s of Expertise: Vocational Education, Guidance and Counseling, Career Education

Degree Attained: Ed. D., Summer, 1973 (estimated)

Employment After EPDA: Undecided

Name: Sartin, Robert D.

Age: 39

Previous Employment: Coordinator, Curriculum Laboratory for Vocational Education
Mississippi State University
1964-70

Area/s of Expertise: Vocational Education, Curriculum

Degree Attained: Ph. D., Summer, 1974 (estimated)

Employment After EPDA: Undecided

Name: Sayer, Jay M.

Age: 40

Previous Employment: Ministry of Education
Barbados, West Indies
1970-71

Area/s of Expertise: Continuing Education Consultant

Degree Attained: Ed. D., Summer, 1974 (estimated)

Employment After EPDA: Continuing Education Consultant
University Extension
UCLA

Name: Simi, Barbara G.

Age: 39

Previous Employment: Teacher, California State University--Northridge
Northridge, California
1965-72

Area/s of Expertise: Business Education

Degree Attained: Ed. D., Summer, 1974 (estimated)

Employment After EPDA: Teacher, California State University--Northridge
Northridge, California

Name: Sylvester, Ralph K.

Age: 51

Previous Employment: Director, Northern Maine Vocational Technical Institute
Perque Isle, Maine
1965-70

Area/s of Expertise: Vocational Education, Adult Education, Industrial Arts, Higher Education, Technical and Industrial Education, Administration

Degree Attained: Ed. D., Summer, 1973 (estimated)

Employment After EPDA: Consultant, Practical Arts Education

Name: Weagraff, Patrick J.

Age: 34

Previous Employment: U. S. Development and Resources Corporation
1968-70

Area/s of Expertise: Vocational Education

Degree Attained: Ed. D., Summer, 1971

Employment After EPDA: Program Planning Unit
California State Department of Education
Sacramento, California

Name: Williams, Robert G.

Age: 40

Previous Employment: Teacher, Los Angeles City Schools
Los Angeles, California
1968-70

Area/s of Expertise: Vocational Education, Adult Education, Higher Education, Behavioral Science

Degree Attained: Ph. D., Fall, 1973 (estimated)

Employment After EPDA: Undecided

Name: Wunsch, Alan P.

Age: 31

Previous Employment: Teacher, New Berlin High School
New Berlin, Wisconsin
1968-70

Area/s of Expertise: Vocational Education, Business Education

Degree Attained: Ed. D., Spring, 1973

Employment After EPDA: Assistant Professor
Arizona State University
Tempe, Arizona

SUMMARY

The UCLA-EPDA Leadership Development Program provided for maximum flexibility and individuality in the development of each awardee's personal program. Each awardee was given the opportunity to develop his own program in cooperation with his advisor and to participate in group activities and effort as he felt fit.

The wide variety of internships at the local, district, State, and National levels provided an opportunity for each awardee to increase his diversity and gain additional expertise in his particular field. These internships usually provided additional financial security for the awardees.

In order to enhance their development, the awardees conducted many activities as an EPDA group. These activities included a series of seminars initiated, organized, and conducted by the awardees, as well as publication of articles. Additional visibility was gained through attendance, and in some cases, participation at national, state, and local conventions and conferences.

Particularly satisfying is the fact that eventually, 25 awardees will have benefited from the EPDA monies originally designated for 18 awardees. All 25 awardees hope to have completed nearly all of the formal requirements of the program by the end of the Spring Quarter, 1974.

The awardees experienced some difficulty in originally adapting to the unstructuredness of the program. Much time was spent in deciding whether to pursue an individual or group goal or a combination of both. This problem might have been overcome by making each awardee aware of the program expectations prior to the awardee's acceptance of the program.

An additional constraint on the program was the apparent lack of Consortium effort. Although the Consortium members provided expert guidance for the awardees as individuals, it was felt that a more concentrated group Consortium effort would have added much to the program. This group effort could have been accomplished perhaps by a team-teaching approach for various courses, and regularly scheduled meetings between the Consortium team and the awardees to discuss projects, internships, seminars, and other activities.

The awardees felt that a concentrated group effort in dealing with the disadvantaged and the handicapped was somewhat neglected. Although many awardees gained individual expertise in this area through internships and dissertations, it was felt that a team approach should have also been utilized.

Perhaps the Consortium could have provided the necessary impetus for this group effort.

Lastly, there was a general feeling that the dissertation was put aside until later in the program at the expense of other activities, thus providing unnessary frustration in "completing on time." Individual advisors, it was felt, should encourage consideration of a dissertation topic early in the program so that the awardees could continue to complete this requirement in addition to coursework and internships.